

DOCUMENT RESUME

ED 144 070

CS 203 596

TITLE An Ideabook for Newspaper-Related Materials.
INSTITUTION Minnesota Univ. Technical Coll., Crookston.
PUB DATE 77
NOTE 35p.; Activities prepared at University of Minnesota, at Crookston Reading Center

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
DESCRIPTORS Composition Skills (Literary); Elementary Secondary Education; *English Instruction; Individual Instruction; *Instructional Materials; *Journalism; *Language Arts; *Learning Activities; *Newspapers; Reading Skills; Study Skills; Teaching Techniques; Vocabulary Development

ABSTRACT

This publication describes classroom activities that teach language arts skills through the use of newspapers and magazines. The activities, which include activities for individuals and for groups, involve students in reading and learning about numerous items in the newspaper, including comics, advertisements, editorials, news stories, and featured recipes. The activities are organized according to the following skills, which they are designed to teach: reading comprehension (main idea, sequence, locating information, critical reading, and comprehension at all levels); skimming and scanning; vocabulary development; study skills; and writing skills. The publication also lists sources of newspaper-related instructional materials and provides a brief bibliography of books and articles that deal with using the newspaper in the classroom. A glossary of newspaper terminology is included. (GW)

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AN IDEABOOK
FOR
NEWSPAPER-RELATED MATERIALS

Gretchen Starks, Dir.

Reading Center

University of Minnesota
Crookston

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1977 - Graphics Dept.

UMC - Crookston

READING COMPREHENSION

MAIN IDEA

1. Cut out headlines dealing with the same subjects (accidents, sports, etc.)

Key the articles with symbols on the back.

Laminate the articles.

STUDENTS MATCH THE HEADLINES WITH THE CORRECT ARTICLE.

2. Cut out Ann Landers columns. Separate the questions from the answers.

Key the articles with symbols or numbers on the back.

Laminate the articles.

STUDENTS MATCH THE QUESTIONS WITH THE APPROPRIATE ANSWERS.

3. Cut out pictures and their captions dealing with the same subjects. (sports, figures in the news, recipe photos, etc.)

Key the pictures and captions with symbols or numbers on the back.

Laminate the pictures and captions.

STUDENTS MATCH THE PICTURES WITH THEIR CAPTIONS.

* example of key cards:

PICTURES AND CAPTIONS:

Baseball: 4L 5B TR XA

Womens: WD RL 3X FZ

MAIN IDEA: Headlines

1. Dear Ann: PGH OM BA

2. Banks: SX GA TO

3. Burglars: LY CK EG

4. Car Crash: TS AN UG

SEQUENCE

Cut out comic strips (preferably Sunday ones).

Key each frame with a letter and a symbol.

Laminate the frame.

STUDENTS PUT THE COMIC STRIP IN THE CORRECT ORDER.

Students check their answers with an answer key.

LOCATING INFORMATION**

Cut out articles in the newspaper to represent the different sections.

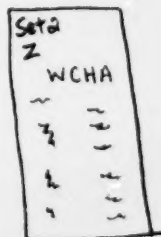
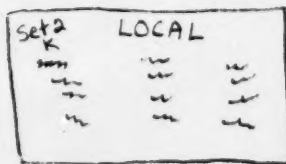
Paste on cards. Key each card with a letter.

Laminate the cards.

STUDENTS RECOGNIZE SECTIONS OF THE NEWSPAPER AS INSTRUCTOR CALLS THEM OUT.

Students check their choices with answer key.

EXAMPLES OF CARDS :



**worksheet follows.

LOCATING INFORMATION: NEWSPAPER CARDS

Directions: Make cards that represent the following parts of the newspaper.

- | | |
|------------------------------|---|
| 1. Title | 11. Sports Story |
| 2. Index | 12. School Page |
| 3. Editorials (Commentaries) | 13. Special Column (horoscope, recipe, Ann Landers, sports) |
| 4. Letters to the Editor | 14. Comics |
| 5. Political Cartoons | 15. Stock Exchange |
| 6. Foreign News Stories | 16. Want Ads |
| 7. National News Stories | 17. Weather |
| 8. Local News | 18. T.V. Highlights |
| 9. Advertisements | 19. Obituaries - Vital Statistics |
| 10. Entertainments | 20. Legals |

EXAMPLE OF KEY CARD

Answer Card - Newspaper Set 2

- | | |
|--------|-----------|
| 1. C | 11. Z |
| 2. G | 12. P |
| 3. M | 13. S Y X |
| 4. F | 14. O |
| 5. E | 15. T |
| 6. A N | 16. R |
| 7. D | 17. H |
| 8. K | 18. I |
| 9. Q | 19. L |
| 10. J | 20. B |

C R I T I C A L R E A D I N G

1. Cut out articles and editorials that contain opinion statements.

Underline key statements. Number them. Paste on cards.

Laminate cards.

STUDENTS DISTINGUISH FACT FROM OPINION FROM THE UNDERLINED STATEMENTS.

Students check their answers with a key on the back of the card.

- * 2. Instructor collects advertisements and laminates them on cards.

Instructor collects recipes from newspapers & magazines and laminates them on cards.

Instructor collects various articles dealing with different subjects.

STUDENTS CLASSIFY THESE ADVERTISEMENTS, RECIPES, OR ARTICLES INTO DIFFERENT CATEGORIES. (worksheets follow).

3. STUDENTS MAKE THEIR OWN ADVERTISEMENTS AND EXPLAIN THE PROPOGANDA TECHNIQUE TO THE REST OF THE CLASS.

- * 4. Teacher collects menus from restaurants, recipes, and copies of the local newspaper.

STUDENTS EVALUATE PAMPHLETS, RECIPES AND THEIR LOCAL NEWSPAPER. (worksheets follow).

5. STUDENTS FIND ARTICLES IN THE NEWSPAPER ABOUT CITY OR TOWN PROBLEMS AND WHAT THE CITY IS DOING ABOUT THEM.

STUDENTS SUMMARIZE THE ARTICLE IN THEIR OWN WORDS.

- * 6. STUDENTS EVALUATE THE COMIC SECTION OF THE NEWSPAPER. (worksheet follows.)

7. STUDENTS CUT OUT ARTICLES ON ACCIDENTS.

STUDENTS EVALUATE THESE ACCIDENTS: age, time of day, make of car, etc. AND THEN DRAW CONCLUSIONS ABOUT CAR ACCIDENTS IN THEIR COMMUNITY.

* worksheets follow

CRITICAL READING

8. Teacher puts large sheets of paper on the board and labels each with a category or concept.

Teacher assigns teams: each team is assigned a category.

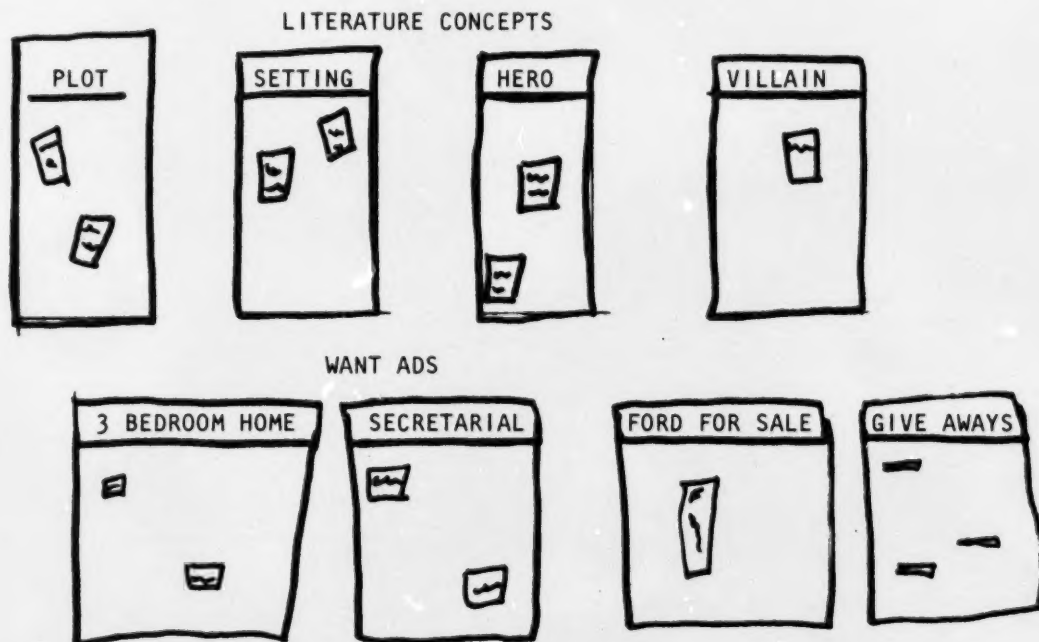
Teacher hands out old magazines or newspapers.

STUDENTS FIND ARTICLES PERTINENT TO THE CATEGORIES IN A SPECIFIED AMOUNT OF TIME.

Team members glue articles on the board.

Winning team has most articles glued on their category.

examples:



CRITICAL READING: CLASSIFICATION OF CONCEPTS
(using advertisements)

EXERCISE 1: Collect a group of advertisements of car manufacturers.

Have students classify the advertisements by similar names.

For example, all fast-moving animal names together, luxurious sounding or jet set names together (Monte Carlo, Continental Mart KKK), or astronomical names such as Comet, Satellite, Vega, Galaxy.

EXERCISE 2: Collect a group of advertisements of cars.

Have students classify them by function. For example, recreational vehicles, compacts, luxury, rugged, economical, etc.

EXERCISE 3: Collect a group of want ads dealing with cars.

Have students classify them by type. For example, trucks, buses, foreign cars, 4-wheel drive, sports cars.

EXERCISE 4: Collect a group of advertisements of cars.

Have students answer the following questions about the ad:

1. What kind of audience does the car, truck, etc. appeal to?
2. Do the major classifications of car names, speed, power, luxury, give any real facts about the product?
3. Why do you think auto makers choose the names they do?
4. What kind of message are manufacturers hoping potential buyers will read?
5. Does a car's name affect its performance? Explain.
6. What devices does the ad use to influence the audience or to "sell" his product?
What words are used that are subjective? objective?
What kind of propaganda techniques are used?
What phrases denote "good" emotions?
7. Are there any stereotypes? Explain.
8. What words proclaiming size, quantity or effectiveness are exaggerated?

EXERCISE 5: Collect a group of advertisements of cars.

Have students rename the product to fit the following audiences:

1. environmental protectionists
2. frugal consumers
3. foreigners drawn to anything American
4. foreigners put off by anything American
5. musicians
6. college students
7. people interested in astrology
8. people looking for a car that will last a lifetime
9. a name that would discourage people from buying a car (Tortoise or Snail)
10. a truck driver's second car for his family

adapted from Making and Using Inexpensive Classroom Media by Wagner & Stunard

CRITICAL READING - RECIPE EVALUATION

EXERCISE 1: Collect recipes from magazines and newspapers.

Have students classify the recipes into the following categories:

1. king of recipe
2. appeal to male or female
3. experience in cooking needed
4. variety of different foods
5. time of the day it would appeal to people.

EXERCISE 2: Collect recipes from magazines and newspapers.

Have students evaluate the recipe according to the following:

1. Is the recipe difficult to follow?
2. Is the recipe expensive to make
3. Does the recipe make too much for a family of 4? too little?
4. Does the recipe take too long to make? a short time?
5. Does the recipe require odd ingredients that are hard to find?
6. Does the recipe appeal to you? Why or why not?

Have students evaluate 1 recipe, pass it on and review another.

Then have students compare results.

Discuss why they may be different.

adapted from Making and Using Inexpensive Classroom Media

CRITICAL READING - COMICS SECTION

Have students mark T or F about the following statements dealing with the comic section of the newspaper. This is a check to see what they know about this section of the newspaper.

- ___ 1. Most comic strip characters never grow old.
- ___ 2. Comic strips use only easy words.
- ___ 3. All comic strips are meant to make you laugh.
- ___ 4. All comic strips tell a continued story.
- ___ 5. Comic strip people's words are always in a balloon.
- ___ 6. The comic strip story is told using only pictures & the characters' words.
- ___ 7. A comic strip always has four picture panels.
- ___ 8. All picture panels are the same width.
- ___ 9. Politics is kept out of comic strips.
- ___ 10. Comic strips show closeups, long shots, unusual angles, and dramatic lighting, just like TV or movies.

NAME _____

MENU EVALUATION (CRITICAL READING)

	1 Good	2 Average	3 Poor	DNA
1. Printing is large, clean, sharp and of good quality - Uses different type styles & with headings larger than other type.				
2. Illustrations are colorful and "appetizing."				
3. Paper the menu is printed on is durable, practical, coated and grease-resistant on both sides.				
4. Binding and tip-ons are practical and durable.				
5. Items are listed in following eating and drinking sequence: a. Foods - appetizers, soups, entrees, desserts (salad, sandwiches and side orders listed separate) b. Drinks - Cocktails (before dinner), Beer & wine (with dinner), Brandies, Cordials, Liqueurs (after dinner, with desserts)				
6. Headings (Soup, Appetizers, Salads, Sandwiches, Entrees, Steaks, Seafood, Desserts, etc.) are used to separate categories of items on the menu for easier ordering.				
7. Specials are given "Special" treatment - box or graphic device, bolder type, more descriptive copy, illustrations.				
8. Specials, desserts, entrees and entree type salads are described, including how prepared & special ingredients.				
9. Quality of steaks (U.S. Choice or Prime) and weight (in ounces) is listed.				
10. Cocktails, special drinks, and wines are described.				
11. Following basic information appears somewhere on menu: address, phone number, days open, meals served, hours of service and credit card policy.				
12. History of restaurant or community information.				
13. Party, banquet, meeting information and take-out or catering described.				
14. Menu is unusual in design, color, and/or paperfold, cut or selection.				
15. Copy is unusual, sparkling, and creative				
TOTALS				
FINAL TOTAL:				
INSTRUCTOR FINAL TOTAL:				

Guidelines to Rating Daily Newspapers on Comparative Merits

Developed by Dave Hinstgen and Bob Engbring
NIC Class, Marquette University, Fall 1971

(The newspaper with the most number of "yes" answers receives the highest rating.)

These guidelines are intended to be used by high school students, preferably juniors and seniors, to compare the quality and rate a number of daily newspapers. Probably five to ten newspapers can be rated easily in this way. It is desired that the students read carefully all of the newspapers first so that they have a framework of comparison among the newspapers before answering "yes" or "no" to the questions. It is thought that the students will gain this needed familiarity with all the newspapers by studying at least three issues of each paper and that this familiarity can be gained in a period of no more than a week.

Yes No

I. APPEARANCE

1. Does the newspaper have a substantial number of pages (more than 16)? ☐ ☐
2. Does layout reflect balance, good sense of proportion, size and space distribution? ☐ ☐
3. Is clutter and hodge-podge kept to a minimum? ☐ ☐
4. Does design show imagination, refrain from impractical, off-beat gimmicks? ☐ ☐
5. Do facing pages fit well together, blend nicely? ☐ ☐
6. Do the headlines maintain page balance and are they suitable to format? ☐ ☐
7. Is there pleasing variety in the kinds and size of headlines? ☐ ☐
8. Are the larger headlines at the top? ☐ ☐
9. Do the headlines neatly fit the space available? ☐ ☐
10. Is the text readable and of sufficient size? ☐ ☐
11. Are typographical errors kept to a minimum? ☐ ☐

II. WRITING

1. Does the newspaper have a reasonable, serious tone, avoid sensationalism? ☐ ☐
2. Are violence and crime news handled tastefully? ☐ ☐
3. Does headline wording reflect originality, command reader attention? ☐ ☐
4. Do lead paragraphs arouse interest, move quickly into story? ☐ ☐
5. Are news stories objective and free from bias? ☐ ☐
6. Are there by-line and interpretive articles to provide insight into the news? ☐ ☐

7. Is there a leavening of feature and human interest material? ☐ ☐
8. Are stories well organized and show variety in approach? ☐ ☐
9. Are stories concise and sustain interest? ☐ ☐
10. Is vocabulary natural, forceful and effective? ☐ ☐
11. Do sentences show variety, express a lively interest in subject? ☐ ☐
12. Is style consistent and suit editorial purpose? ☐ ☐
13. Is grammar conducive to vigorous writing? ☐ ☐

III. PHOTOS

1. Do photos hold attention and are they used with discretion and purpose? ☐ ☐
2. Do photos reflect effective editing, avoid hackneyed situation? ☐ ☐
3. Do photos show intelligent cropping and variety for editorial emphasis? ☐ ☐
4. Do cutlines support photos, identify people clearly? ☐ ☐
5. Are cutlines written to fit well, permit easy reading? ☐ ☐
6. Is outline type well chosen as to size, weight and design? ☐ ☐

IV. FRONT PAGE

(May also apply to other news pages)

1. Is there any international news on the front page? ☐ ☐
2. Is there a variety of national, state and local (county, city) news? ☐ ☐
3. Is there much analysis or by-line material on the front page? ☐ ☐
4. Is much of the news staff-written or is it supplied by wire services? ☐ ☐
5. Is there a front-page editorial? ☐ ☐
6. Is there an editorial cartoon on the front page? ☐ ☐

V. EDITORIAL PAGE

1. Are there several editorials? ☐ ☐
2. Are the editorials staff-written rather than syndicated? ☐ ☐
3. Do any of the editorials deal with local issues? ☐ ☐
4. Is there an editorial cartoon? Is it staff-drawn rather than syndicated? ☐ ☐
5. Do columnists appear on the page? Are they staff

- members rather than syndicated columnists? ☐ ☐
6. Are there any letters to the editors? ☐ ☐
7. Is there an op-ed page for those holding different opinions? ☐ ☐

VI. ADVERTISING

1. Is there much advertising in the paper? ☐ ☐
2. Is there a great deal of classified advertising? ☐ ☐
3. Are the advertisements generally of high quality? ☐ ☐

VII. OTHER SECTIONS

1. Is there a sports section? A business section? A women's or society page? Entertainment section? Comics? TV section? ☐ ☐
2. Does illustrative material (maps, art work, sketches, cartoons) serve a clear purpose and is it easily understood? ☐ ☐

TOTAL

Number of yes ☐
Number of no ☐

Ed's Corner

From page 1, column 1

- (A) Teacher starts with no specific plans except that he wants the students to learn about daily newspapers. The only preparation on the teacher's part is to have resource material available.
- (B) The unit is begun by the teacher telling the students that for the next two weeks they will be learning about daily newspapers. The teacher then tells the class that for the next two periods all they will be allowed to do is ask questions.
- (C) Students ask questions about daily newspapers for two periods. All questions are recorded on the board or large sheets of construction paper. If they exhaust questions on the first round, they are given some resource material from which they are to prepare more questions. (This process, in another sub-

Turn to page 4, column 3

WHAT'S NEW?

We need news items and pictures for future issues of your NIC Newsletter! Send to: NIC Editor, Newsletter, 333 W. State St., Milwaukee, Wis. 53201.

Evaluation of Student Knowledge: *
Newspapers

Fill in the correct answers. If you know more than the question asks for, you can write other information on the back.

1. Name two purposes of newspapers:
a. _____
b. _____
2. Name four things every newspaper article should tell:
a. _____ c. _____
b. _____ d. _____
3. Name two parts of a news article that summarize the most important information:
a. _____ b. _____
4. Name two sources of news:
a. _____ b. _____
5. Name two opinion words or opinion phrases:
a. _____ b. _____
6. Name six sections or parts that are in a newspaper:
a. _____ d. _____
b. _____ e. _____
c. _____ f. _____
7. Name two places the newspaper gets money to pay its expenses:
a. _____ b. _____
8. Name two things in the newspapers that help you find what you are looking for:
a. _____ b. _____
9. Write one sentence that tells something else you know about newspapers:

COMPREHENSION AT ALL LEVELS

Teacher cuts out articles with interesting topics.

Paste articles on cards.

Create 5 questions per article on the following comprehension levels. Key them.

- | | | |
|-----------|---|----|
| MAIN IDEA | ● | 1. |
| INFERENCE | ▲ | 2. |
| SEQUENCE | ■ | 3. |
| DETAIL | | 4. |

STUDENTS ANSWER THE QUESTIONS ON THEIR OWN SHEET OF PAPER.

Students check their answers with the Key on the back of the card.

SKIMMING and SCANNING

SKIMMING: finding the main idea of a selection

QUESTIONS:

1. What is the purpose of this article?
2. The author's attitude appears to be _____.
3. The tone of the pamphlet is _____.
4. In describing this character, is the term "spineless" appropriate or inappropriate?
5. The author feels that the new law is good - true or false.

MATERIALS TO USE:

1. magazine articles
2. newspaper articles
3. editorials
4. political pamphlets
5. ethnic newspapers

INSTRUCTIONAL TECHNIQUE:

1. Set a certain time for the students to skim the material.
2. Ask 1-5 questions about the selection either orally or written.

SCANNING: finding factual material from a selection

QUESTIONS:

1. Who published this pamphlet?
2. What is the name of the Senator mentioned?
3. How many cups of celery do you use in this recipe?
4. When did the earthquake occur?
5. Where does the largest deer population in the United States live?
6. Which President was responsible for this bill?
7. How much does a sirloin steak dinner cost at Whitey's Cafe?
8. How much material will you need to make View 3 of this shirt?

MATERIALS TO USE:

1. recipes
2. pattern books
3. airline, train, bus schedules
4. newspapers and sections of newspapers (want ads, comics, etc.)
5. menus
6. Wanted Posters from the Post Office
7. magazines and parts of magazines
8. T. V. Guides
9. Catalogs: Department stores, S & H Green Stamps
10. Book and encyclopedia indexes
11. telephone books
12. content materials from other teachers
13. pamphlets from
 - a. travel agencies
 - b. dentists and doctor's offices
 - c. Post Office
 - d. Chamber of Commerce
 - e. U.S. Government publications
 - f. drug stores
 - g. Social Security Offices
 - h. Employment Agencies
 - i. banks and loan companies
 - j. calendars
 - k. local advertising bulletins
 - l. conferences & publisher's displays
 - m. County Sheriff's Office
 - n. local Park and Recreation Offices
 - o. programs from local plays, concerts, etc.
 - p. insurance companies - auto and life
 - q. car dealerships
 - r. Driver Training Office - License Departments

NOTE: You can get a classroom set or a group of the same type of reading material to make up questions.

INSTRUCTIONAL TECHNIQUE:

- For Class Sets:
1. Time each individual question.
 2. Total the number of seconds for all the questions.
 3. Divide this time by the number of questions asked to find the average time.
 4. Compare with the SKIMMING & SCANNING TABLE.

- For Individual Sets:
(ex: 30 diff. menus)
1. Time a set of questions (5-10).
 2. Divide the number of questions into that time.
 3. Compare with the SKIMMING & SCANNING TABLE.

SKIMMING & SCANNING TABLE

IF YOU FINISHED IN:	YOUR SCANNING RATE IS:
2 seconds	10,000 words per minute
5 seconds	6,000 wpm
10 seconds	3,000 wpm
15 seconds	2,000 wpm
20 seconds	1,500 wpm

IF YOU FINISHED IN:	YOUR SKIMMING RATE IS:
25 seconds	1,200 wpm
30 seconds	1,000 wpm

SKIMMING AND SCANNING EXERCISES

TELEPHONE BOOK ACTIVITIES:

1. List the names of 10 people who have last names that are colors. Each list name must be different. (5 minutes)
2. List 10 people with first names that are used by both men and women (5 minutes).
3. List 10 people who have last names that are adjectives (other than colors). (5 minutes)
4. List 5 people who have the same names as famous people.
5. List 10 people who have three letters or less in their last name. (5 minutes)
6. List 10 people who have last names that are verbs. (5 minutes)
7. List 3 people who have the same first and last name.
8. List 10 people whose last names are nouns. (5 minutes)
9. List 10 people whose last names are compound words. (5 minutes)
10. List 10 people who have four or more vowels in their last name. (5 minutes)

WANT AD ACTIVITIES:

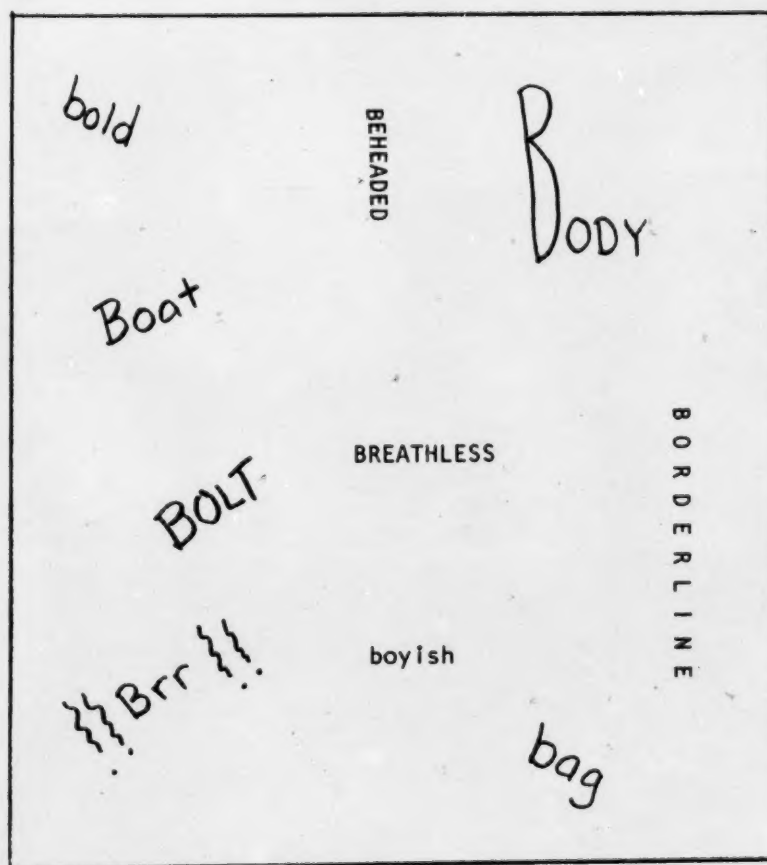
1. Give each student \$100 to buy what they want and have them make a shopping list. (time: one class period)
2. Students must purchase items to add up to exactly \$15.00 and itemize their purchases. (one class period)

VOCABULARY DEVELOPMENT

1. PHONICS COLLAGE: Have students make collages using magazine and newspaper print.

Each student can be assigned a particular sound to illustrate with his collage.

The rest of the class can guess which phoneme the words are referring to.



2. VOCABULARY DICTIONARIES: Students can make their own dictionaries from:

1. unknown words they find in magazines and/or newspapers.
2. topics or subjects that they are interested in from reading magazines and newspapers.
(ex: CB terms, sports lingo, teenage slang)
3. newspaper terminology

STUDENT MATERIALS NEEDED FOR BOOKLETS:

1. tough string or yarn
2. glue
3. cloth or contac paper
4. cardboard

TEACHER MATERIALS NEEDED FOR BOOKLETS:

1. duplicating paper 8½ x 11
2. large sewing needles

DICTIONARY ACTIVITIES:

1. Students share their dictionaries with the class.
2. Students teach the rest of the class the vocabulary in their books.
3. The booklets can be used as reading material in a Learning Center.
4. Students can make up learning activities to go along with their dictionaries:
 - a. Word Recognition Worksheet
 - b. Word Meaning Worksheet
 - c. Search-A-Word puzzles

NEWSPAPER TERMINOLOGY

AP--Abbreviation for Associated Press.

Assignment--A story that a reporter has been detailed to cover.

Banner--A headline in large letters running across the entire width of the first page.

Beat--Reporter's regular routine for covering news sources.

Body type--Type used in the story, not in the headline.

Bold face--Applied to type, meaning heavy or dark type.

Byline--Signature of a writer appearing at the head of a story.

Caps--Abbreviation for capital letters.

Compose--To set type.

Copy--All material for publication, whether written stories or pictures.

Copy Desk--Horseshoe shaped desk at which copy editors sit (see "copy editors")

Copy editors--A newspaper worker who corrects or edits copy written by a reporter, he may also write a headline for it.

Copyright--An author's exclusive right of property in his work for a certain period of time.

Cover--To get all the facts for a news report and write it up.

Cutlines--The information below a picture which describes it.

Date Line--The line at the beginning of a story giving the place and date of the reported incident.

Deadline--Time at which all copy for an edition must be in.

Dummy--A diagram or layout of a newspaper page, showing the placement of stories, headlines, pictures and advertisements.

Face--The part of the type which comes in contact with the paper; also the style of the type, such as bold face or Italic, Caslon or Bodoni.

Feature--A story in which the interest lies in some factor other than the news value. Usually to entertain, it might be a story of a lost boy's experiences, or a columnists' feelings about Paris.

from NIC Kit--Milwaukee Journal

Form--A page of type and pictures locked into place in a rectangular frame.

Font--A complete alphabet of type in one size and style.

Fourth Estate--Traditional phrase for the press, originating in the 18th century.

During a speech in Parliament, British statesman Edmund Burke pointed to reporters' gallery saying, "There are three estates in parliament, but yonder sits a fourth estate, more important than all of them." He was referring to the three classes of people recognized under British law--the clergy, the nobles and the commons. Thus newspapers became the fourth estate.

Galley--An oblong, metal tray with upright sides for holding composed type.

Galley proof--A proof from type on a galley before it is made up in pages.

Halftone--An etched-in-metal reproduction of any artwork that has gradation of tones and shades, such as a picture.

Hand set--Type set by hand, instead of by machine.

Kill--To strike out copy or take out type not to be printed.

L.C.--Lower case letters as opposed to capital letters.

Lead--The first few sentences or the first paragraph of a news story, containing the summary or the introduction to the story. It follows the general rule of telling who, what, when, where, why, and how.

Libel--Publication of material unjustly injurious to someone's reputation.

Library--(Sometimes called "Morgue") File of stories, biographies, pictures, etc., available for reference at any time; the place where these materials are kept.

Linotype--Trade name for a typesetting machine that casts solid lines of lead type from molten metal. Operating a keyboard causes matrices (individual molds for alphabet letters) to fall into place, one column in width. Lead pours into the molds, and a solid line of type is formed. Intertype is another machine like it.

Make-up--The arrangement of stories, headlines, and pictures into columns in preparation for printing.

Masthead--The matter printed in every issue of a newspaper or journal, stating the title, ownership, management, subscription, and advertising rates.

Matrix (mat)--Reverse (sunken) impression of type from which the printing surface is cast.

Photofax--Brand name for an Associated Press machine which automatically receives pictures by wire from a national network.

Pica--Unit of linear measurement equal to 1/6 inch.

Pig--A long, cylindrical bar of type metal which is fed into typesetting machines, melted and formed into individual lines of type.

Plagiarism--Literary theft; passing off as one's own the words or ideas of another.

Proofreader--One who reads proof and marks errors.

Release--To specify the publication of a story on or after a specific date.

R.O.P.--Run-of-paper news and advertising appears in any position convenient to the make-up of the paper.

Set--Type is set when it is arranged into words and lines.

Stereotype--A semi-cylindrical plate cast in metal for the printing presses. The page forms from the composing room are used to make mats, a cardboard mold, which in turn is used to cast the stereotype plates.

Style Book--The printed book of rules on typographical style to be followed by the newspaper's reporters, editors and printers.

Subhead--Headings used in body of story to break monotony of a solid column.

Unifax--Trade name for a UPI machine which automatically received pictures by wire.

UPI--Abbreviation for United Press International.

Wirephoto--An Associated Press machine which both receives and sends pictures by wire. Usually manually operated.

"30"--end of copy.

NAME _____

WORD RECOGNITION - "HARNESS RACING"

1. harness	barn	tardiness	harm	harness	nest
2. filly	silly	fill	filter	filler	filly
3. mare	mare	bare	stare	mar	marmot
4. dam	slam	damsel	dam	demand	dim
5. break	take	break	steak	breakfast	breathe
6. stallion	battalion	stall	stay	horse	stallion
7. green	preen	green	screen	grapple	grip
8. jogging	flogging	toddler	jogging	jobbing	jog
9. gallop	whammy	gallstone	lope	gallop	gals
10. brush	bring	rush	brush	truss	trust
11. heat	beat	heat	temperature	teeth	neat
12. maiden	maid	laid	den	maiden	paid
13. lap	tap	slap	lap	lip	pal
14. handle	candle	hand	sandle	brand	handle
15. punter	punter	lunge	stunt	terse	pundit
16. colt	dolt	molt	cold	collide	colt
17. horse	remorse	horse	hoarse	course	worst
18. yearling	year	yearly	clearing	yearling	tearing
19. weanling	bean	yearling	teen	weanling	linger
20. jockey	hockey	hock	jot	jockey	key
21. trot	trod	trot	trots	trotted	toast
22. speed	sped	creed	speak	speech	speed
23. betting	letting	bedding	betting	tingle	setting
24. gait	mate	gate	gain	gale	gait
25. rail	gait	railroad	mail	rail	rain

____ TIME IN SECONDS

RATE (from table)
COMPREHENSION (4%)
EFFICIENCY (R x C)

NAME _____

WORD MEANING

- "HARNESS RACING"

- | | | | | | |
|-------------------|-------------------------|------------------------|-------------------------------|---------------------|-----------|
| 1. colt | cold | horse | little | race | sick |
| 2. weanling | baby | short | strong | dam | brown |
| 3. filly | female | male | fast | baby | racer |
| 4. stallion | filly | weanling | racer | male | dam |
| 5. mare | age 1 | age 2 | age 3 | age 4 | age 5 |
| 6. dam | barricade | water | mother | horse | harness |
| 7. green horse | diseased | novice | small | chestnut | pinto |
| 8. covered up | blanket | heated | behind in race | sick | betted on |
| 9. choked down | blackened out horse | slower horse | horse eating | | |
| 10. scoring | winning | warm-ups | good stance | cutting in front of | |
| 11. boxed in | left alone | stall | forced to eat | pinned to the rail | |
| 12. maiden | female horse | young horse | never won money | pretty | |
| 13. brush | grooming | sweaty | peak of speed | hit another horse | |
| 14. break | trotting | galloping | running | broken hoof | |
| 15. garden spot | flowers | first position | second position | third position | |
| 16. jockey | boots | small | athletic | rider | underwear |
| 17. punter | kicker | rider | sprint | better | runt |
| 18. morning line | morning race | starting line | odds on a horse | handicap | |
| 19. blowing out | training race | sprinting | shooting a horse | losing money | |
| 20. parked out | hemmed in | racing on outside | broken ankle | stopped | |
| 21. stretch | last ¼ mile | last ½ mile | last 1/8 mile | last 1/16 mile | |
| 22. claiming race | race to purchase horses | race with lots of bets | false start | | |
| 23. cooling out | slowing down race | walking horse | false start | large bet | |
| 24. handle | good guess | manage a horse | money wagered | saddle | |
| 25. shut out | cannot bet | horse ahead in race | horse denied entrance to race | | |

_____ TIME IN SECONDS

RATE: (table) _____

COMP: (4%) _____

EFF: (RxC) _____

HORSE LINGO

FMIAZFGRBAOFHUZOFDZIFDEKE
OHEATXIQQGARDENISPOTUQFGLB
XOSGDINVJRJACLLNHJDZSFHPCL
RRVXEHTIECCHTSSFBCCTZITUO
SSJGXVPFEBEOAHNILRAEYXWRW
XEVFOHNENHGKXWOLKOJQPOUPI
OUYBBGOVLPGESZPLJXTSPJCUN
JGLLAFUFHGNOWNYUVGNIROES
KNBCKXWYOPIXWXYVWOQLLPVFN
PIKMAREGRHMYABEKAERBFXEBP
PLLLRIASSMINXEVSPEJSKJRAO
ZOWUEPNGEZAWFKSDIEPNGFELN
IOUTTLLABELDRSTALLIONZDBE
ZCWONFIXWOCPNHLMQPRVOOPJD
XOWTUZNOLWXUOUBCYFITEMUPI
ASJOPSGNIGGOJTRKPARKEDPOA
EDBASSTINLMTEGUORVBLLZUFM
CMORNINGECTASOSICTNVAAZEQ
CELARMSKGDFNMUHCTERTSUTWX
HFCOLTTTELDNAHTLERHCVQPSQR

Weanling/ Yearling
Colt/Horse
Filly/Mare
Stallion
Dam
Green Horse
Stretch

Covered Up
Break
Jogging
Choked Down
Boxed In
Scoring
Brush

Heat
Maiden
Lapped On
Parked Out
Garden Spot
Claiming Race
Blowing Out
Cooling Out
Morning Line

Handle
Punter
Shut Out

KEY FOR COMPUTING RATE

Use for the word recognition drills and the word meaning drills.		I	II	I	II	I	II
Look up your time in Column I and read your rate in Column II.		61	148	101	89	182-185	49
		62	145	102	88	186-189	48
		63	143	103-104	87	190-193	47
		64	141	105	86	194-197	46
		65	138	106	85	198-202	45
		66	136	107	84	203-206	44
		67	134	108-109	83	207-211	43
		68	132	110	82	212-216	42
		69	130	111	81	217-222	41
		70	129	112-113	80	223-227	40
I	II	71	127	114	79	228-232	39
1	9000	72	125	115-116	78	234-240	38
2	4500	73	123	117	77	241-246	37
3	3000	74	122	118-119	76	247-253	36
4	2250	75	120	120	75	254-260	35
5	1800	76	118	121-122	74	261-268	34
6	1500	77	117	123-124	73	269-276	33
7	1286	78	115	125	72	277-285	32
8	1125	79	114	126-127	71	286-295	31
9	1000	80	113	128-129	70	296-305	30
10	900	81	111	130-131	69	306-315	29
11	818	82	110	132-133	68	316-327	28
12	750	83	108	134-135	67	328-339	27
13	692	84	107	136-137	66	340-352	26
14	643	85	106	138-139	65	353-366	25
15	600	86	105	140-141	64	367-382	24
16	563	87	103	142-144	63	383-400	23
17	529	88	102	145-146	62	401-418	22
18	500	89	101	147-148	61	419-439	21
19	474	90	100	149-151	60	440-461	20
20	450	91	99	152-153	59	462-486	19
21	429	92	98	154-156	58	487-514	18
22	409	93	97	157-159	57	515-545	17
23	391	94	96	160-162	56	546-580	16
24	375	95	95	163-165	55	581-620	15
25	360	96	94	166-168	54	621-666	14
26	346	97	93	169-171	53	667-720	13
27	333	98	92	172-174	52	721-782	12
28	321	99	91	175-178	51	783-857	11
29	310	100	90	179-181	50	858-947	10
30	300						
31	291						
32	281						
33	273						
34	265						
35	257						
36	250						
37	243						
38	237						
39	231						
40	225						
41	220						
42	214						
43	209						
44	205						
45	200						
46	196						
47	191						
48	188						
49	184						
50	180						
51	176						
52	173						
53	170						
54	167						
55	164						
56	161						
57	158						
58	155						
59	153						
60	150						

from Personalizing Reading Efficiency by Lyle Miller, page 177

STUDY SKILLS

1. Cut out maps, charts, and graphs from newspapers & magazines.

Create 4-5 questions for each article. Key it to question type.

Laminate on cards. Put Answer Key on back of card.

STUDENTS ANSWER QUESTIONS ABOUT MAPS, CHARTS, AND GRAPHS ON ALL COMPREHENSION LEVELS.

2. STUDENTS LEARN PARTS OF THE NEWSPAPER BY MAKING A BOOKLET ILLUSTRATING THE DIFFERENT SECTIONS OF THE NEWSPAPER.
3. STUDENTS MAKE THEIR OWN NEWSPAPERS. (groups of 3 or 4) CLASS EVALUATES EACH NEWSPAPER.
4. Teacher assigns each group of students 2 guide words.

STUDENTS FIND WORDS FROM THE NEWSPAPER OR MAGAZINE THAT FALLS BETWEEN THE ASSIGNED GUIDE WORDS.

After a specified amount of time, the team with the most words wins.

5. STUDENT CHOOSES AN ARTICLE FROM THE NEWSPAPER OR MAGAZINE THAT IS OF INTEREST.
STUDENT ALPHABETIZES THE FIRST 100 WORDS OF THE ARTICLE.

W R I T I N G S K I L L S

1. STUDENTS MAKE THEIR OWN NEWSPAPERS. (groups of 3 or 4)
EACH STUDENTS EVALUATES EACH NEWSPAPER PRODUCED BY THE CLASS.
2. STUDENTS WRITE TO PEOPLE IN THE NEWS OR ON T.V. (get addresses from Current Biography) OR FROM A COLUMN IN NEWSPAPERS OR MAGAZINES.
3. STUDENTS CONTRIBUTE A LETTER TO THE EDITOR OF THE LOCAL NEWSPAPER.
4. STUDENTS CREATE THEIR OWN ADVERTISEMENTS OR POLITICAL CARTOONS.
5. STUDENTS MAKE CARTOONS FROM HEADLINES.
6. STUDENTS WRITE OBITUARIES FOR OLD AND DISCARDED OBJECTS. (sock with a hole, toothpaste tube, orange juice can)
7. STUDENTS WRITE THEIR OWN COMIC STRIP.

Sources of Newspaper - Related Instructional Materials

NEWSPAPER IN THE CLASSROOM MATERIALS**

The Aberdeen American News
Ken Pope, Circulation Manager
Aberdeen, South Dakota

American Newspaper Publishers Assoc.
(ANPA)

P. O. Box 17407
Dulles International Airport
Washington, D. D. 20041
Many booklets: "Your Future in
Daily Newspapers" is one.

Associated Press Newsfeatures
Dan Perkes, General Editor
50 Rockefeller Plaza
New York, New York 10020
"The Associated Press Newspaper
Reading Skills Development Program"

Atlanta Constitution
10 Forsyth St., N.W.
Atlanta, Georgia 30302

Chicago Tribune
435 N. Michigan Ave.
Chicago, Illinois 60611
Catalog of SRA-type kits also
available with NIC materials

Copley News Service
P. O. Box 190
San Diego, Calif. 92112
Lesson plans: Eng., Soc. Studies

The Courier Journal
Louisville Times
Public Service Dept.
Louisville, Ky. 40202
"514 Ways to Use the Newspaper in
the Junior High Classroom"

Des Moines Register & Tribune
Educational Service
Des Moines, Iowa 50304

Duluth Herald & News Tribune
424 W. 1st St.
Duluth, Minnesota 55801
"The Living Textbook" program

Dispatch/Pioneer Press
55 East Fourth Street
St. Paul, Minnesota 55101
"Living Textbook Program"
NIC materials: all levels

Dow Jones & Co., Inc.
Educational Service Bureau
P. O. Box 300
Princeton, New Jersey 08540
NIC: Wall Street Journal

The Fargo Forum
Box 2020
Fargo, North Dakota 58102

The Houston Post
Education Division
Houston, Texas

Huron Daily Plainsman
D. A. Hollerbach, Circulation Man.
Huron, South Dakota

Los Angeles Times
Times Mirror Square
Los Angeles, California 90053

Minneapolis Star/Tribune
Educational Department
Minneapolis, Minnesota 55415
NIC: all levels

Milwaukee Journal
333 West State Street
Milwaukee, Wisconsin 53201
NIC: list of resource books and
bibliography included

The New York Times
Education Division
229 W. 43rd Street
New York, New York 10036
NIC: "Get More Out of Your
Newspaper" booklet

**Many of these sources also have
resource people available for work-
shops, speakers, or individual
consulting.

Rapid City Journal
Jerry Shoener, Circulation
Manager
Rapid City, South Dakota

Sioux Falls Argus Leader
Rober Beer, Circulation
Manager
Sioux Falls, South Dakota
NIC: Newspaper Kits

Visual Education Consultants, Inc.
Box 52
Madison, Wisconsin 53701
(Affiliated with Milwaukee Journal)
Will supply speakers & workshop.
VEC News Filmstrip Program available.

Xerox Education Publications
245 Long Hill Road
Middletown, Conn. 06457
"Weekly Reader" all levels

TEXTBOOK AND NEWSPAPER KIT PROGRAMS

Dade County Public Schools
Division of Instruction
Miami, Florida
"Nonfiction: The Newspaper,
Periodicals, and Biography"
by Eleanor G. Flynn (1971)

Globe Book Company
175 Fifth Avenue
New York, New York 10010
Newspaper Workshop + teacher's
guide

Guidance Associates
(Subs. of Harcourt, Brace,
Jovanovich)
757 Third Avenue
New York, New York 10017

Harcourt Brace Jovanovich
School Department
757 Third Avenue
New York, New York 10017
How to Read Your Newspaper
with teacher's manual

Instructional Media Press
Box 5606
Shorewood, Wisconsin 53211
"Newspaper Attitude Inventory"
"Newspaper Knowledge Test"
Project Update: The Newspaper
on the Elementary & Junior High
Levels by Dr. E. DeRoche

Learning Handbooks
530 University Avenue
Palo Alto, California 94301
Making & Using Inexpensive
Classroom Media by B. Wagner and
E. Stunard (1976)

Macmillan Publishing Co., Inc.
School Division
866 Third Avenue
New York, New York 10022

McDougal, Littell & Co.
P. O. Box 1667
Kenilworth, Ill. 60204
Mass media texts: High School level

McGraw-Hill Book Co.
1221 Ave. of the Americas
New York, New York 10024

The New Readers Press
Box 131
Syracuse, New York
"News For You": 4-page weekly
Free instructors aid: reading level
3-5, interest level adult.

New York Exchange
11 Wall Street
New York, New York
"The Newspaper and the Investor"
free pamphlets

The Newspaper Fund
P. O. Box 300
Princeton, New Jersey 08540
Careers in Newspaper

ORE Press, Inc.
P. O. Box 61688
Sunnyvale, California 94088
Newspaper Tasks Swing Into
Intermediate Language & Reading
(task card booklet)

The Reading Laboratory, Inc.
55 Day Street
S. Norwalk, Conn. 06854
Newsread (good for comprehension)

Schloat Productions
(Div. of Prentice-Hall, Inc.)
150 White Plains Road
Tarrytown, New York 10591

Scholastic Magazines, Inc.
50 W. 44th St.
New York, New York 10036

Science Research Associates, Inc.
259 E. Erie Street
Chicago, Illinois 60611
NewsLab Kit, specimen kit available

J. Weston Walsh, Publisher
Box 658
Main Post Office
Portland, Maine 04104
Reading Beyond The Headlines
The Newspaper Comes to the Classroom

Westinghouse Learning Corp.
100 Park Avenue
New York, New York 10017

ETHNIC NEWSPAPERS

The Afro-American
628 N. Utah
Baltimore, Md. 21203

Chicano Education Digest
P. O. Box 5802
Riverside, California 92507

Multinewspapers
Box D.E.
Dana Pt., California 92629
newspapers from foreign countries
in English

The Nishawbe News
Room 215
Kaye Hall
Northern Michigan University
Marquette, Michigan 49855

The Urban League News
National Urban League
55 E. 52nd Street
New York, New York 10022

Wassaja
Indian Historian Press
1451 Masonic Ave.
San Francisco, California 94117

Standing Rock Star
Pine Ridge Indian Reservation
South Dakota (specific address not
available)

AUDIO VISUAL MATERIALS

Carousel Films, Inc.
1501 Broadway Suite 1503
New York, New York 10036
film on newspaper publishing

CCM Films, Inc.
34 MacQuesten Parkway S.
Mt. Vernon, New York
films on newspaper publishing

The Center For Humanities, Inc.
2 Holland Ave.
White Plains, New York 10603
filmstrip-slide programs on newspapers

Coronet Instructional Media
65 E. South Water Street
Chicago, Illinois 60601

Current Affairs Newspaper/School Services
24 Danbury Road
Wilton, Connecticut 06897
sound filmstrip series on newspaper: 6
with record or cassette, discussion
guide included

Encyclopedia Britannica Educ. Corp.
425 N. Michigan Ave.
Chicago, Illinois

Indiana University
Audio-Visual Center
Bloomington, Ind. 47401
film: "How to Read a Newspaper"

Society for Visual Education, Inc.
(Div. of Singer Co.)
1345 Diversey Parkway
Chicago, Ill. 60614

South Dakota State University
Dept. of Journalism
Brookings, South Dakota 57006
films & NIC workshop
contact Dr. D.J. Cline

University of Kansas
Audio-Visual Center
Lawrence, Kansas 66044

Visual Education Consultants, Inc.
(VEC)
Box 52
Madison, Wisconsin 53701
VEC News Filmstrip Program
(must be purchased annually to be
current)

BOOKS and ARTICLES

- Cheyney, Arnold. Teaching Reading Skills Through the Newspaper.
International Reading Association, 1971. (excellent bibliography)
- Epstein, Ira. "What Happened on the Day You Were Born?" Journal of Reading, February 1977, p. 400-403.
- Hirshoren, A., et.al. "Classified Ads as Reading Material for the Educable Retarded." Exceptional Children, September 1974, p. 45-47.
- Johnson, Laura S. "The Newspaper: A New Textbook Every Day." Journal of Reading (Parts I & II) Nov. & Dec. 1969.
- _____. "The Newspaper as an Agent of Transfer." The Clearinghouse, January 1973.
- _____. "The Newspaper as an Instructional Medium." Teachers, Tangibles, and Techniques: Comprehension of Content in Reading, International Reading Association, 1975.
- Lindner, Joy. "The Newspaper in Your Curriculum: Quickie Ideas and How to Use Them." Portland, Oregon: Publicity Associates, 1971.
- "The Newspaper: Language Experience with a Living Textbook." Columbia, South Carolina: State Dept. of Education, Office of Adult Education.
- Piercey, Dorothy. A Daily Text for Thinking - Newspaper in the Classroom. Phoenix, Arizona: Arizona Republic and Phoenix Gazette, 1970.
- Suid, Murray. "How to Use Comics Like Crazy." Learning, November 1976, p. 86.
- Wagoner, Elaine. "Recipes and Reading Comprehension." Journal of Reading, March 1977, p. 498-502.